Concurrent Session Proposal (10-12 minute on research design or findings):

Reading Into Writing: Student Writers Reading in Secondary, Two-Year College, and First-Year Composition Classrooms

Speaker One:

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Speaker Two:

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Speaker Three:

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Speaker Four:

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| 910.272.3394  dnewland@robeson.edu  Speaker Five:  Cynthia Miecznikowski, PhD  Associate Professor, English  Department of English and Theatre  University of North Carolina--Pembroke  Pembroke, NC 28372  910.522.5749  cynthia.miecznikowski@uncp.edu  This session will present the design and findings of a twelve-week status report on a year-long study of reading habits, practices, and strategies—before, during, and after instruction—for approaching and using texts to support and enhance writing in secondary, two-year college, and first-year composition classes. The ultimate goal of this project is to improve writing through the strategic uses of reading.  Inspired by Linda Flower's collaborative "Making Thinking Visible" project (1991) and book (1994, NCTE) as well as current scholarship in reading theory and pedagogy (e.g., Linda Gambrel, David Reinking) and the perceived need for reading instruction in support of composition instruction (David Jolliffe, et al), this panel of secondary and college-level writing teachers will first describe the design of their classroom-based research, which includes ethnographic methods (e.g., classroom observations, reading protocols, interviews) as well as their own interactive and reflective writing in blogs and wikis throughout the project, followed by summaries of observations and findings in the participating ninth- and tenth-grade as well as two-year and four-year freshman composition course. After an overview of the research design and methodology by Speaker One, individual teacher-collaborators (Speakers Two through Five) will describe their particular students, classes, goals, and outcomes during the research period. Additionally, Speaker Five will summarize the collective findings and inferences drawn at the end of the first twelve weeks of the planned year-long/two-semester study.  The shared goals of the project are not simply to motivate reading among reluctant readers and novice writers but to improve students' strategic uses of reading in order to support their informed writing according to the particular curriculum of each course in the study. Thus, in conjunction with Flower's stipulation that classroom research yield "a rationale and guide for decision-making," this collaboration seeks to investigate the status of reading among new high school and new college students and to increase and improve their uses of and facility with texts, ultimately to improve their writing by improving their motivation to read, their ability to learn from their reading, and their uses of reading to inform their writing. |